Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Creative Media Production

Component 2: Developing digital media production skills

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson
BTEC Level 1/Level 2
Tech Award in Creative Media Production

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Component 2: Developing Digital Media Production Skills

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production Pearson-set Assignment for Component 2: Developing Digital Media Production Skills Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
'Learning outcome covered' section added to Task 1	Page 4
'Learning outcome covered' section added to Task 2	Page 5

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Introduction

The key purpose of this assessment is for learners to demonstrate their use of practical media production skills to generate ideas and pre-production materials to create media products. They will demonstrate and apply production processes and techniques, as well as the use of ongoing review throughout the development of work to inform creative decision making.

The assignment for this component consists of two tasks.

- In response to Task 1, learners will use media pre-production processes and practices to generate ideas and create pre-production materials.
- In response to Task 2, learners will use media production and post-production processes and practices to develop, review and refine a media product in response to the brief.

This assessment will be offered twice a year. The timing of the assessment is approximately 10 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The level of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The hours stated for completion of each task in the set assignments refer to formally supervised hours. During formally supervised sessions, learners must work independently and cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Work must be held securely in between supervised sessions. Learners will be able to access the materials specified in the assessment. Learners can access the internet for the purposes of research and/or to enable the use of software that relies on connection to the internet, but this must be monitored by the teacher.

Learners may conduct certain informative or practical activities outside of the classroom environment where it is not possible to do them in class, such as visiting/documenting off-site locations or events or conducting interviews. They may bring the resulting materials into the supervised assessment. These materials must be checked to ensure they do not contain any pre-prepared responses or outcomes to tasks and authenticated as the learner's own work. This may be done through meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 10 supervised hours to complete.

This is divided into approximately:

- 3 hours to complete Task 1
- 7 hours to complete Task 2.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production
Component number and title	**2:** Developing Digital Media Production Skills
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 10 hours
Submission deadline	
Assessment series and year	Sample assignment
Resources needed	• A media lab/studio or working space. • A range of media equipment, software and materials as relevant to the programme being delivered, with appropriate safety equipment. • Secure digital file storage for keeping work safe between sessions. • Access to a library and/or internet resources for learners to carry out underpinning research. • Resources for recording and evidencing work, such as cameras and screen recorders.

Vocational context	You have been asked to produce a media product that aims to **increase diversity**. You are encouraged to use diversity as a creative tool, for example through: • diversity of content, such as thoughts, opinions and themes • diversity of representation. You must engage with the media production process for your chosen media sector to produce a media product.

Task 1	**Develop and apply media pre-production processes, skills and techniques** Pre-production phase: You should engage with media pre-production processes and practices, including: • generating and developing ideas for your media product • practical experimentation • applying sector-specific skills and techniques to shape your ideas into pre-production material • reviewing pre-production work to refine and improve outcomes.
Learning outcome covered	**A:** Develop and apply media pre-production processes, skills and techniques
Suggested evidence	A portfolio of work including: • idea generation and development • sector-specific pre-production material • review and refinement. This could be evidenced through one or any combination of: • written work • research and asset logs • annotated images, photographs and screenshots • audio-visual recordings • narrated screen capture/recordings • practical experiments and responses • annotated practical work.
Supervised hours to complete the tasks	Learners would need approximately 3 hours to complete Task 1.

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Task 2	**Develop and apply media production and post-production processes, skills and techniques to create a media product** Production and post-production phase: You should engage with media production and post-production process and practices to develop, review and refine a media product in response to the brief, including: • applying media production skills and techniques to create content • applying media post-production skills and techniques to edit and combine content together • testing and reviewing production and post-production work to refine and improve outcomes • exporting the final product for digital distribution.
Learning outcome covered	**B:** Develop and apply media production and post-production processes, skills and techniques to create a media product

Suggested evidence	A portfolio of work including:
	• evidence of the development of your media product through the production and post-production phases
	• evidence of testing, review and refinement
	• the final outcomes of your media production work:
	  ○ audio and moving image products should be between approximately 30 seconds and two minutes
	  ○ print products should be approximately three pages (any size)
	  ○ interactive media products should be approximately three pages, screens or levels.
	Your portfolio could include one or any combination of:
	• written work
	• research and asset logs
	• annotated images, photographs and screenshots
	• audio-visual recordings
	• narrated screen capture/recordings
	• practical experiments and responses
	• annotated practical work.

Supervised hours to complete the tasks	Learners would need approximately 7 hours to complete Task 2.

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 10 supervised hours to complete. This is divided into approximately: • 3 hours to complete Task 1 • 7 hours to complete Task 2. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.

Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	**For the duration of the assignment:**
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	• Any work learners produce under supervision must be kept securely between sessions and during breaks.
	• Designated assessment areas must only be accessible to the learner and to named members of staff.
	• Learners can only have access to their work under supervision.
	• Only permitted materials can be brought into the supervised assessment and no materials should be removed.

Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 2

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome A: Develop and apply media pre-production processes, skills and techniques				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Tentative application of skills and techniques used to produce limited pre-production material showing basic understanding of pre-production processes and practices.	Sufficient application of skills and techniques used to produce straightforward pre-production material showing adequate understanding of pre-production processes and practices.	Competent application of skills and techniques used to produce appropriate pre-production material showing good understanding of pre-production processes and practices.	Effective application of skills and techniques used to produce accurate and detailed pre-production material showing thorough understanding of pre-production processes and practices.
Learning outcome B: Develop and apply media production and post-production processes, skills and techniques to create a media product				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Superficial engagement with production processes and practices and limited application of skills and techniques to create basic content for a media product.	Partial engagement with production processes and practices and adequate application of skills and techniques to create straightforward content for a media product.	Competent engagement with production processes and practices and good application of skills and techniques to create appropriate content for a media product.	Thorough engagement with production processes and practices and accomplished application of skills and techniques to create effective content for a media product.

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Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome B: Develop and apply media production and post-production processes, skills and techniques to create a media product				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Superficial engagement with post-production processes and practices and limited application of post-production skills and techniques to tentatively edit and combine content for a media product.	Partial engagement with post-production processes and practices and sufficient application of post-production skills and techniques to adequately edit and combine content for a media product.	Good engagement with post-production processes and practices and appropriate application of post-production skills and techniques to competently edit and combine content for a media product.	Thorough engagement with post-production processes and practices and accomplished application of post-production skills and techniques to effectively edit and combine content for a media product.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Produce a basic media product that shows limited cohesion and superficially addresses the purpose outlined in the brief.	Produce an adequate media product that is partially cohesive and sufficiently addresses the purpose outlined in the brief.	Produce a competent media product that is mostly cohesive and clearly addresses the purpose outlined in the brief.	Produce an effective media product that is cohesive throughout and thoroughly addresses the purpose outlined in the brief.

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Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome A: Develop and apply media pre-production processes, skills and techniques **Learning outcome B: Develop and apply media production and post-production processes, skills and techniques to create a media product**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Basic use of review, making limited links between the impact of decisions in the development process and outcomes, used tentatively to refine work.	Sufficient use of review, making some relevant links between the impact of decisions in the development process and outcomes, used adequately to refine work.	Good use of review, making mostly relevant links between the impact of decisions in the development process and outcomes, used clearly to refine work.	In-depth use of review, making relevant links between the impact of decisions in the development process and outcomes, used effectively to refine work.

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